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ABSTRACT

Selected personality variables of college students who reside under different living arrangements were studied to determine the effect of student's type of housing, gender, and enrollment classification. A sample of students living in residential halls at Maryville College were administered the Attitude Toward Women Scale (ATWS), the Bem Sex Role Inventory (BSRI), and Sex-Role Stereotype Questionnaire in the fall of 1977. In the spring of 1978 the inventories were readministered. Results indicate that differences/similarities on personality variables of students in different residence settings is related to the students' sex, enrollment classification, and type of housing. Females' attitudes toward women as measured by the ATWS were significantly more liberal than males' on both pretest and posttest measures. Men in coed halls had significantly more liberal attitudes toward women than men in single-sex halls. Based on BSRI results, students living in coed halls were fairly equally divided on masculine and feminine sex-role orientation. Men in single-sex dorms were more masculine in their orientation while women in single-sex dorms were more feminine. Sex-Role Stereotype Questionnaire results indicate that the college males and females viewed males and females in traditional roles. Although females showed more liberal attitudes toward women, their own self-report showed them to be traditional in social orientation and to incorporate feminine characteristics in their sex-role orientation. Recommendations for further research are offered. (SW)

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SELECTED PERSONALITY VARIABLES OF STUDENTS IN SINGLE-SEX AND COEDUCATIONAL RESIDENCE HALLS

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Selected Personality Variables of Students in
Single-Sex and Coeducational Residence Halls

Since the 1960's, many colleges and universities have made coeducational living optional for their students. The debate over the advantages/disadvantages of single-sex versus coeducational housing continues. Studies have been conducted to measure personality variables of students living in coeducational and single-sex housing. Differences attributed to students in differential living arrangements is somewhat inconclusive.

In an interview with female students who had lived in both coeducational and single-sex dorms, Reid (1976) reported that women formed more varied types of relationships with men in coeducational residence halls and that the women in this type housing had more respect for themselves and other women. Moos and Otto (1975) collected data from freshman in single-sex and coeducational residence halls through the University Residence Environment Scale (URES). Their study found that women choosing coeducational living had more positive self-concepts than women in single-sex residences and that both women and men in coeducational halls placed less emphasis on traditional social orientation than the men and women in single-sex dorms. The study concluded that the differences in impact on the two types of residence was greater for the women than men. Lemay and Frichette (1976) also used the URES to detect student differences which could be attributed to residence situations. The results of their study indicated that men in coeducational residences were more independent and scored higher on the traditional social orientation than men in single-sex halls. Women in single-sex residences scored slightly higher on traditional social orientation while scores of women in coeducational halls indicated they were more independent. They related the difference to the sex of the students

Stein and Weston (1976) administered the Attitude Toward Women Scale to students by type of housing and concluded that the type of housing was not related to attitudes toward women. Chesin (1969) gave the Inventory of Beliefs and Differential Values Inventory to students living in predominantly upper-class residence units and students living in predominantly lower-class residence units. The results indicated that freshmen were similar in their values and attitudes and were more stereotypic than upper-class students in attitudes. Freshmen, however, became less stereotypic in attitudes and beliefs regardless of the degree of contact with upper-class students.

Rosenkrantz et al. (1968) and Broverman (1972) distributed a Sex-Role Questionnaire to male and female college students to examine the relationship of self-concept to differentially valued sex-role stereotypes. The results showed: (1) a strong agreement about differences of men and women existed; (2) characteristics ascribed to men are more positively valued than those ascribed to women; (3) the sex-role definitions are incorporated into the self-concepts of men and women; and (4) the sex-role differences are desirable by college students.

Deutsch and Gilbert (1976) gave the Bem Sex Role Inventory to college men and women and asked them to respond as real self, ideal self, ideal other sex, and the belief of other sex's ideal other sex. Students rated their real selves slightly sex-typed toward their own sex. The men's ideal selves were slightly masculine while the women's were androgynous. Women's belief scores indicated that they thought men wanted them to be highly feminine, while men rated ideal other sex as slightly feminine. The men's belief scores were slightly masculine which was close to the women's ideal other sex score. Good adjustment for women was associated with androgyny, but for men it was associated with masculinity. Women showed dissimilarity of sex-role concepts over the four conditions, while men's concepts were consistently even.

The research that has measured personality and attitudinal difference in residential type arrangements indicates that differences exist for students in differential residences, but the reasons for differences are not apparent.

The purpose of this study was to ascertain whether differences/similarities on selected personality variables of students in differential residence setting were attributed to the students' type of housing, gender, or enrollment classification.

Method

A battery of attitudinal measures was given in the fall of 1977 to students living in residential halls at Maryville College. These inventories consisted of the Attitude Toward Women Scale (ATWS), the Bem Sex Role Inventory (BSRI), and Sex-Role Stereotype Questionnaire. In the spring of 1978 the same battery of inventories was given to those students who initially responded to the study (N = 160). Students were asked to code their sex, classification and type of residence hall. Maryville College contains six different types of residential arrangements: freshman male residence, freshman female residence, upper-class male residence, upper-class female residence, freshman coed residence, and upper-class coed residence.

Survey Instruments

The 25-item Attitude Towards Women Scale (ATWS) contains statements about the rights and roles of women in such areas as vocational, educational, and intellectual activities; dating behavior and etiquette; sexual behavior; and marital relationships. Each item has four response alternatives ranging from 'strongly agree' to 'strongly disagree'. A person's score reflects the degree to which an individual holds traditional or liberal views toward women.

The Bem Sex Role Inventory (BSRI) provides a measure of self-reported personality characteristics. The BSRI consists of 60 adjectives (20 adjectives describing masculine characteristics, 20 adjectives describing feminine

characteristics, and 20 adjectives describing neutral characteristics). A person marks on a scale from 1 to 7 ('never to almost never true' to 'always or almost always true') how well each characteristic describes herself or himself. A person is then classified as masculine, feminine, androgynous, or undifferential by using the median masculinity and femininity scores as cut-off points.

The reduced Sex Role Stereotype Questionnaire contains 36 bipolar pairs of adjectives or adjective phrases. Twenty-four are male-valued items and twelve are female-valued. The male-valued items reflect a "competency" cluster. Such items as independent, objective, logical, active, etc. are included. An absence of these traits characterizes the stereotypic perceptions of the female. The female-valued items are categorized as "warmth and expressiveness" cluster and include items such as tactful, gentle, quiet, sensitive to other's feelings, etc. The stereotypic view of the male would be void of these traits. The student is asked to mark the item on a scale from 1 to 7 as to the degree to which the item is characteristic of the ideal college male, the ideal college female, and the perception the student has of himself or herself.

Results

Attitude Toward Women

Seventy-two completed Attitude Toward Women Scale Surveys (ATWS) were returned. One-way analysis of variance was used to determine differences in scores among the six residential type arrangements. Before analyzing the ATWS the Bartlett-F Box Test was used to test for homogeneity of variance. Scheffe's Post Hoc Comparison Test was used to isolate individual differences. To detect differences in pre- and post-scores, student t-tests were employed.

Significant differences among pre-test scores did exist for five* residential halls. Residents in upper-class female halls had the highest score (59.06) indicating a more liberal attitude toward women. Upper class students living in

*The upper-class male hall was not included in the ANOVA because of an insufficient number of responses.

coeducational housing also scored high on this survey (57.27). Little difference existed for scores of freshmen in coeducational halls (54.20) and freshmen women residents (53.09). Men housed in freshmen dorms had the most conservative attitudes toward women (43.15). The Scheffe' Post Hoc Comparison test showed significant differences at the $p < .05$ level in the scores of upper-class female students and freshmen male students in the scores of upper-class coeducational residents and freshmen male students. Post-tests scores ranged from 58.09 to 46.00; however, the Scheffe' did not isolate any significant differences in the scores as can be seen from Table 1.

TABLE 1: Comparisons of ATWS Pre- and Post-Test Scores for the Five Residence Hall Types

	Group Mean					Results of Analysis of Variance	
	Freshman Men	Freshman Women	Freshman Coed	Upper-Class Women	Upper-Class Coed	Degrees of Freedom	F Ratio
Pre-test	43.15	53.09	54.20	59.06	57.27	4,62	5.12*
Post-test	46.00	56.18	56.25	56.18	58.09	4,65	3.06*

*p<.05

NOTE: Values underlined by common line either (_____ or . . . .) do not differ significantly at the $\alpha=.05$ level as determined by the Scheffe' test.

Student t-tests were also run for the pre- and post-test scores for each of the six residence halls to determine changes within each residence hall. No significant differences were found for the pre- and post-test scores for any of the residence halls.

Scores for freshmen and upper-class women, freshmen and upper-class men, and freshmen and upper-class coeducational residents were combined. The collapsed categories represent female residences combined. ANOVA's for the pre-test scores for the collapsed categories shows female residence halls with the highest score (56.71) followed by coeducational halls (55.50). Male residents had the lowest score (43.15). Significant differences existed at the $p < .05$ level, the Scheffe' was used to isolate individual differences. The female residents and coeducational residents' scores differed significantly from the males' scores.

ANOVA's run on the post-tests showed coeducational hall residents with the highest score (57.00) and female residents with a (56.14) score. Male residents again had the lowest score (46.00). Significant differences on the post-test scores were found at the $p < .05$ level. Table 2 indicates that residents of coeducational dorms and female residents of single-sex dorms differed significantly from male residents of single-sex dorms.

TABLE 2: Comparisons of ATWS Pre- and Post-Tests Scores for the Six Residence Halls Collapsed.

	Group Mean			Results of Analysis of Variance	
	Women Residences Combined	Coeducational Residences Combined	Men Residences Combined	Degrees of Freedom	F Ratio
Pre-Test	56.71	55.50	43.15	2,64	8.64*
Post-Test	56.14	57.00	46.00	2,67	6.18*

*$p < .05$

NOTE: Values underlined by common line (_____) do not differ significantly at the $\alpha = .05$ level as determined by the Scheffe' test.

Student t-tests produced no significant differences in the pre- and post-test scores for collapsed categories.

Student t-tests were used to detect significant differences in pre- and post-scores for all respondents, all male students, all female students, all freshmen, and all upper-class residents. There were no significant differences in the pre- and post-test scores for any of these groups.

Table 3 gives comparisons for pre- and post-test scores for a combination of different groups. As can be seen from the table, all females' combined pre-(57.19) and post-(57.13) scores differed significantly from all males' combined pre-(45.76) and post-(48.52) scores. Males (both freshmen and upper-class) living in single-sex residence halls pre-(43.15) and post-(46.00) scores differed significantly from females' (both freshmen and upper-class) living in single-

sex halls pre-(56.71) and post-(56.14) scores. The males in single-sex halls pre- and post-test scores also differed significantly at $p < .05$ level from all residents (freshmen and upper-class) in coeducational residence halls. All freshmen combined had a pre-score of 50.21. This was compared with the upper-class residents' 58.36 pre-test score and the difference was significant at $p < .05$. Differences in freshmen and upper-class residents' post-scores were not significant. Significant differences in pre- and post-test scored did not exist for other groups listed.

TABLE 3: Comparisons of Pre- and Post-Tests Scores for A Combination of Groups

	All Males	All Females	
Pre-Test	45.76	57.19	.000*
Post-Test	48.52	57.13	.002
	Females in Coed Halls	Females in Single-Sex Halls	
Pre-Test	57.94	56.71	.676
Post-Test	58.57	56.14	.431
	Males in Coed Halls	Males in Single-Sex Halls	
Pre-Test	50.00	43.15	.167
Post-Test	53.25	46.00	.124
	All Males in Single-Sex Halls	All Females in Single-Sex Halls	
Pre-Test	43.15	56.71	.001*
Post-Test	46.00	56.14	.004*
	All Males in Single-Sex Halls	All Coed Residents	
Pre-Test	43.15	55.00	.001*
Post-Test	46.00	57.00	.001*
	All Females in Single-Sex Halls	All Coed Residents	
Pre-Test	56.71	55.00	.660
Post-Test	56.14	57.00	.763
	All Freshmen	All Upper-Class Students	
Pre-Test	50.21	58.36	.003*
Post-Test	52.57	56.89	.111

*Indicates significance at $p < .05$

Bem Sex Role Inventory

Seventy-three usable surveys were returned from the Bex Sex Role Inventory (BSRI). Results from the BSRI enable one to classify respondents as androgynous, feminine, masculine, or undifferentiated in sex-role orientation. Table 4 shows the percentages of students under these classifications by different categories.

TABLE 4: Classification of Sex-Role Orientation by Different Categories

	Classification							
	Percent Androgynous		Percent Masculine		Percent Feminine		Percent Undifferentiated	
Categories	Pre	Post	Pre	Post	Pre	Post	Pre	Post
All Students (N = 73)	25	20	26	22	31	40	18	18
Males (N = 25)	24	16	44	56	8	8	24	20
Females (N - 48)	25	23	17	4	44	56	15	17
Females in Single-Sex Dorms (N = 32)	31	25	9	3	41	56	19	16
Males in Single-Sex Dorms (N = 17)	23	12	47	65	12	12	18	12
Coed (N = 24)	17	21	33	17	33	37	17	25
Males in Coed Dorms (N = 9)	22	22	33	33	12	12	33	33
Females in Coed Dorms (N = 15)	13	20	33	7	47	53	7	20
Freshmen Class (N = 43)	25	25	28	28	28	33	19	14
Upper-Class (N = 30)	23	13	23	13	37	50	17	24

On the pre-test the percentage of students classified as androgynous (25%), masculine (26%) and feminine (31%) were about evenly distributed; however, the post-test indicates an increase in students in the feminine classification (40%) and a decrease in androgyny (20%) and masculinity (22%). On pre-tests all male students scored highest on masculinity characteristics (44%) and all female students scored highest on feminine characteristics (44%). Percentages of males classified as masculine (56%) and females classified as feminine (56%) increased on the post-test. The same was true for males in single-sex halls and females in single-sex halls. On the pre-test the largest percentage of males (47%) were classified as having a masculine sex-role orientation and females (41%) as having feminine characteristics. These percentages increased to 65% of males having masculine orientation and 56% of females having feminine orientation on the post-test

Students living in coeducational residence halls were equally distributed between masculine (33%) and feminine (33%) traits on the pre-test. Post-test percentages show an increase in feminine orientation (37%), androgyny (21%), undifferentiated (25%), and a decrease in masculinity orientation (17%). No change was detected for males in coed halls on pre- and post-tests. Females living in coeducational halls had a higher percentage scoring in the feminine traits on both pre- and post-test (47% and 53% respectively). On pre-tests freshmen student scores were fairly equally distributed among androgyny (25%), masculinity (28%) and femininity (28%). Post-test percentages reflect an increase in femininity scores (33%). Upper-class students had a higher percentage classified as feminine in orientation (37%) on the pre-test, and this percentage increased to (50%) on the post-test.

Sex-Role Stereotype Questionnaire

A total of seventy-four surveys for the Sex-Role Stereotype Questionnaire were returned. Student t-tests were used to detect differences in male/female scores and freshmen/upper-class scores for the three categories (men scores,

women scores, self scores). Student t-tests were also used to determine differences in pre- and post-test scores for the various groupings (sex, classification, residence hall type). One-way analysis of variance tests were used to find differences among the three types of residential living arrangements and to discover mean score differences for each group on the three categories. Scheffe' Post Hoc Comparison Test and the Duncan's Multiple Range Test were used to isolate individual differences.

Table 5 compares males' and females' pre- and post-test means for the three categories. A higher mean score suggests that the male-valued "competency" traits have been incorporated into one's perceptions while a lower mean score suggests the "warmth and expressive" female-valued traits were perceived. Both males and females gave men the highest mean scores, but there was no significant difference in this score for pre- or post-tests. Student t-tests did reveal a significant difference on the pre-test for the category college women, but no significant differences were detected on post-tests. Males had more stereotypic attitudes toward females. Significant differences existed for self scores on both the pre- and post-test measures. Males' reported self-concept reflected male stereotypic items while females' self-concept scores reflected stereotypic female items.

TABLE 5: Comparison of Sex-Role Stereotype Means Scores for Male and Female Pre and Post.

	Pre-Scores		Post-Scores	
	Males	Females	Males	Females
College Man	44.49	43.85	45.34	44.10
College Woman	35.92*	37.26*	36.33	38.00
Self	43.45*	38.47*	44.88*	39.42*

*p < .05

A comparison of mean scores for freshmen and upper-class students showed significant differences on the self-reported scores for the pre-test and significant differences in the ratings of college men and self categories on the post-test. Freshmen rated college men and self as more male stereotypic than did upper-class students. Both freshmen and upper-class students' pre- and post-mean scores for the college woman category reflected female stereotypic traits. There was no significant differences in their ratings.

TABLE 6: Sex-Role Stereotype Questionnaire Mean Scores for Freshmen and Upper-Class Pre and Post.

	Pre-Scores		Post-Scores	
	Freshmen	Upper-Class	Freshmen	Upper-Class
College Man	44.36	43.69	45.34*	43.43*
College Woman	36.80	36.78	37.36	37.50
Self	42.16*	37.52*	43.01*	39.02*

*$p < .05$

Mean scores on the pre-test for the three residential hall types were compared. Table 7 shows that no difference existed for the three resident hall types' perceptions of the college man. Significant differences did exist for their perceptions of the college woman and self score. The Scheffe' Post Hoc Comparison Test was used, however, individual mean differences could not be isolated using the Scheffe'. Although the differences could not be isolated, it is interesting to note that the coeducational residents gave college women the highest score. (Indicating a less stereotypic perception). The next highest score was given by residents in women halls. On the self-report scale males' in single-sex dorms had the highest mean score (44.15); then coeducational residents (40.53), females in single-sex halls scored the lowest (37.37).

TABLE 7: Comparison of Sex-Role Stereotype Mean Scores by Dorm Type for Pre-Tests

	Group Mean			Result of Analysis of Variance	
	Female Residences Combined	Coeducational Residences Combined	Male Residences Combined	Degrees of Freedom	F Ratio
College Man	43.65	53.82	45.13	2,71	1.24
College Woman	36.67	38.51	34.30	2,71	6.32*
Self	37.37	40.53	44.15	2,71	13.80*

*p < .05

Table 8 gives the comparison of mean scores on the post-test for the residential hall types. Significant differences were again detected for perceptions of college women and self, however, the Scheffe' failed to isolate individual differences. On the post-test measure females in single-sex dorms and coed residents' means scored were higher than the males living in single-sex housing. Men in single-sex housing and coeducational residents scored higher than the women in single-sex housing on the self category.

TABLE 8: Comparison of Sex-Role Stereotype Mean Scores by Dorm Type for Post-Tests

	Group Mean			Result of Analysis of Variance	
	Female Residences Combined	Coeducational Residences Combined	Male Residences Combined	Degrees of Freedom	F Ratio
College Man	44.03	44.73	45.02	2,71	0.46
College Woman	38.67	38.04	34.49	2,71	5.91*
Self	39.73	40.16	45.67	2,71	11.35*

*p < .05

Student t-tests were used to see if significant differences existed in pre- and post-test scores for sex, classification, and residential hall type. Significant differences on pre- and post-tests scores were found in three cases. Males scored significantly higher on the post-test self score. Upper-class students scored significantly higher on the post-test self score, and women in single-sex residence halls scored significantly higher on college women and self post-test scores.

TABLE 9: Sex-Role Stereotype Mean Scores for Pre- and Post-Test Measures

		Pre-Test	Post-Test
Males	College Man	44.69	45.34
	College Woman	35.92	36.33
	Self	43.45	44.88*
Upper-Class	College Man	43.69	43.43
	College Woman	36.78	37.50
	Self	37.52	39.02*
Woman Residence Combined	College Man	43.65	44.04
	College Woman	36.68	38.67*
	Self	37.37	39.73*

*p <.05

A one-way analysis of variance test was run for each group to determine is significant differences existed for the mean score in each category. The results are summarized in Table 10. The F values were significant for each group; however, the Duncan's Multiple Range Test could isolate differences in only some cases.

TABLE 10: Summary Statistics for Each Category by Group

	Mean			Results of Analysis of Variance	
	College Man	College Woman	Self	Degrees of Freedom	F Ratio
Male Pre-Test	44.49	35.92	43.45	2,25	28.99*
Males Post-Test	45.37	36.33	44.88	2,25	29.40*
Females Pre-Test	43.85	37.27	38.47	2,47	43.29*
Females Post-Test	44.10	38.01	39.42	2,47	43.92*
Freshmen Pre-Test	44.36	36.80	42.16	2,42	34.32*
Freshmen Post-Test	45.34	37.36	43.01	2,42	33.43*
Upper-Class Pre-Test	43.69	36.78	37.52	2,30	33.38*
Upper-Class Post-Test	43.43	37.50	39.02	2,30	27.16*
Female Residences Combined Pre-Test	43.65	36.67	37.37	2,27	28.49*
Female Residences Combined Post-Test	44.04	38.67	39.73	2,27	21.54*
Male Residences Combined Pre-Test	45.13	34.30	44.15	2,17	31.27*
Male Residences Combined Post-Test	45.02	34.48	45.67	2,17	35.46*
Coed Residence Combined Pre-Test	43.82	38.51	40.53	2,27	18.90*
Coed Residence Combined Post-Test	44.73	38.04	40.16	2,27	24.06*

*p <.05

NOTE: Values underlined by a common line (_____) do not differ significantly at the $\alpha = .05$ level as determined by the Duncan's Multiple Range Test.

The males' college man and self scores were significantly different from their college woman's score on both pre- and post-tests. The females' score of the college man was significantly different from their college woman and self score on the pre-test, but the Duncan could not isolate the differences. Freshmen scores were the highest for the college man and self category, but again the Duncan could not detect the differences. Upper-class students' mean scores for college women and self were significantly different from their score for college man on pre- and post-tests. Women residents combined had college women and self scores which were significantly different from the men's score on the pre- and post-measure. Likewise, the combined men residences had college men and ideal scores significantly different from college women scores on both pre- and post-tests.

Results from this study indicate that differences/similarities on selected personality variables of students in differential residence settings is related to the students' sex, enrollment classification, and type of housing. Females' attitudes toward women as measured by the ATWS were significantly more liberal than males' on both pre- and post-measures. Students' responses to the BSRI coincide with Deutsch and Gilbert's (1976) findings. Deutsch and Gilbert reported that students' ratings on themselves was slightly sex-typed toward their own sex. This study shows the males' perception to be masculine and the females' feminine.

Analysis of the Sex-Role Stereotype Questionnaire indicates that the college males and females in this study view males and females in traditional roles. There were no significant differences in this perception of the college man, but there were significant differences in their perception of the college woman on the pre-test. Significant differences also existed for self-report on pre- and post-tests. Males' self-report suggested significantly more traditional attitudes on the post-test. This supports Broverman's et al. (1972) statement that the sex-role concepts are incorporated by men and women. LeMay and Frichette (1976) also surmised that student differences were related to the sex of the student.

Freshmen students were significantly more conservative on the ATWS in their attitudes than upper-class students on the pre-test but not the post-test. On the Sex-Role Questionnaire significant differences existed on the freshmens' post-test scores for the college man and self but not for the college woman. The freshmen's mean scores were more traditional than the upper-class students'. Differences in sex-role orientation on the BSRI for enrollment classification was inconclusive. These results support Chesin's (1969) conclusion that freshmen are stereotypic in their attitudes.

Significant differences also appeared on the ATWS for freshmen men in single-sex housing compared with women in single-sex and coed halls. Freshmen males in single-sex housing did not differ from freshmen females in single-sex and coeducational dorms. There were significant differences for women in single-sex housing and women in coeducational residences, however, men in coed halls had significantly more liberal attitudes toward women than men in single-sex halls. According to the results of the BSRI, students living in coed halls were fairly equally divided on masculine and feminine sex-role orientation. Men in single-sex dorms were more masculine in their orientation while women in single-sex dorms were more feminine. Males in coed halls were not as masculine in sex-role orientation as were men in single-sex halls. Differences for women in single-sex halls and women in coed arrangements were not apparent. Significant differences in perception of the college woman and self existed among residential hall types on the Sex-Role Questionnaire. Although the Scheffe' could not isolate individual differences, mean scores of residents in coeducational halls reflected less traditional sex-role orientation.

Moos and Otto (1975) found that women and men in coed halls place less emphasis on traditional social orientation. The researchers also claimed that differences in impact of the two types of residences was greater from women. This study found men in coed dorms placing less emphasis on traditional social orientation than men in single-sex halls but no differences for women in coed halls and women in single-sex dorms. In this study residential hall type appears to have a greater impact on men. Contrary to Stein and Weston's (1976) conclusions, this study shows that type of housing is related to attitudes toward women.

It is interesting to note that although females have more liberal attitudes toward women, their own self-report shows them to be traditional in social orientation and to incorporate feminine characteristics in their sex-role orientation. Women's attitudes about women have become more liberal, yet their behavior has remained traditional.

Recommendations

This research has shown that sex, enrollment classification, and type of housing account for differences/similarities among students in different types of housing. Additional research questions might address such issues as (1) Why does living in coed halls have a greater impact for male students? (2) Why are females more liberal in attitudes toward women, yet more conservative in their behavior? (3) Why do females have more liberal attitudes toward women than college males? (4) Is sex-role orientation related to one's attitude toward school, success in college, career choice, leadership abilities, political choice, etc? (5) How do students' peer groups accept highly feminine/masculine oriented students? Answers to questions such as these will enable college administrators to assess the impact of college experiences on students' attitudes and beliefs and influence student personnels' training programs for residence hall counselors.

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